

Subject	Y13 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
PSHE	<p><b>Autumn Term</b>  <b>Living in the wider world -</b></p> <ol style="list-style-type: none"> <li>1. Evaluate the financial implications of taking out a student loan, including interest rates, repayment thresholds, and how student debt differs from commercial debt</li> <li>2. Evaluate a range of borrowing options, comparing their suitability based on cost, flexibility, repayment terms, and risk (e.g. credit cards vs. buy-now-pay-later vs. payday loans).</li> <li>3. An evaluate the impact of financial choices on future mortgage success, apply knowledge to case studies, and explain how to build strong financial habits that align with long-term goals like home ownership.</li> <li>4. Describe what it means to be a responsible driver.</li> <li>5. Explain practical ways young people can drive responsibly and reduce the cost of motor insurance.</li> </ol> <p><b>Relationships and sex education -</b></p> <ol style="list-style-type: none"> <li>6. Explore the concept of consent across a variety of contexts, including relationships, friendships, and everyday social situations, with a focus on understanding boundaries, communication, and respect</li> <li>7. Demonstrate how to recognise and respect personal boundaries by learning how to clearly ask for, give, refuse, and withdraw consent in everyday and intimate situations</li> <li>8. Evaluate strategies for responding to unsafe relationships or sexual encounters and identify where to seek help.</li> <li>9. Critically evaluate the social, psychological, and relational impacts of pornography, including how it shapes perceptions of consent, body image, and gender roles.</li> <li>10. Identify and describe different types of contraception, including how they are used and their basic level of effectiveness.</li> </ol> <p><b>Spring Term</b>  <b>Relationships and sex education -</b></p> <ol style="list-style-type: none"> <li>11. Describe indicators of positive, healthy relationships and unhealthy relationships, including online.</li> <li>12. Recognise and explain how to challenge unhealthy/negative relationship behaviours.</li> </ol>	<p><b>Brook</b></p> <ul style="list-style-type: none"> <li>• Brook is a national young people's charity with over 50 years' experience that specialises in the promotion of sexual health and wellbeing.  <a href="https://www.brook.org.uk/">https://www.brook.org.uk/</a></li> </ul> <p><b>Childline</b></p> <ul style="list-style-type: none"> <li>• Support and advice for young people on a range of topics including sexual health.  <a href="https://www.childline.org.uk/in-fo-advice/friends-relationships-sex/sex-relationships/relationships/">https://www.childline.org.uk/in-fo-advice/friends-relationships-sex/sex-relationships/relationships/</a></li> <li>• Childline website explains all forms of bullying, including discrimination, where to go for help and advice.  <a href="https://www.childline.org.uk/in-fo-advice/bullying-abuse-safety/types-bullying/">https://www.childline.org.uk/in-fo-advice/bullying-abuse-safety/types-bullying/</a></li> </ul> <p><b>The Proud Trust</b></p> <ul style="list-style-type: none"> <li>• There is helpful information such as 'coming out', faith and religion, and staying safe. You'll also find stories and experiences from other LGBT+ people in the "People like me" section.  <a href="https://www.theprouddtrust.org/">https://www.theprouddtrust.org/</a></li> </ul> <p><b>The Children's Society</b></p> <ul style="list-style-type: none"> <li>• Is a national charity working to transform the hopes and happiness of young people facing abuse, exploitation and neglect.  <a href="https://www.childrenssociety.org.uk/information/young-people/advice/teenage-relationship-abuse">https://www.childrenssociety.org.uk/information/young-people/advice/teenage-relationship-abuse</a></li> </ul> <p><b>Talk to Frank</b></p> <ul style="list-style-type: none"> <li>• Information about drugs, their effects and the law. Talk to Frank for facts, support and advice on drugs and alcohol</li> </ul>

	<p>13. Describe how to recognise, ask for, give, not give and withdraw consent.</p> <p>14. Identify the characteristics of abusive behaviours, such as sexual harassment, sexual and emotional abuse and violence.</p> <p>15. Describe the warning signs of abuse and how to report abusive behaviours or access support.</p> <p>16. Evaluate the impact of stereotyping, prejudice and discrimination on individuals and relationships.</p> <p>17. Identify the key aims of the Equality Act 2010 and describe the nine protected characteristics, recognising how they help prevent discrimination in everyday situations.</p> <p>18. Evaluate how societal norms, stereotypes, and media influence the expression and acceptance of diverse identities.</p> <p>19. Identify how to avoid negative influences and the consequences of risk taking.</p> <p><b>Health and wellbeing -</b></p> <p>20. Evaluate the personal and social risks associated with substance misuse.</p> <p>21. Evaluate how different influences can affect decision making related to alcohol and other drugs.</p> <p><b>Summer Term</b></p> <p><b>Health and wellbeing -</b></p> <p>22. Describe ways to manage changing relationships, loss and bereavement, when and how to seek support and suggest ways to support others.</p> <p>23. Evaluate the safety of health and wellbeing choices and manage pressure and influence affecting such decisions.</p> <p>24. Explain ways to maintain a healthy self-concept, and where relevant, promote self-confidence and self-esteem.</p> <p>25. Identify some safe and unsafe choices for health and wellbeing.</p> <p>26. Analyse the role and effectiveness of the media and social media's influence on lifestyle choices and evaluate a range of strategies to manage this and other influences.</p> <p>27. Describe complex emotions, the features of positive mental health, warning signs of mental ill-health and identify signs that help is needed.</p> <p>28. Identify and describe emotions, the features of mental wellbeing, and who and when to ask for help.</p>	<p>today.  <a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a></p> <ul style="list-style-type: none"> <li>Kooth is a mental health support app with trained counsellors, message boards, advice, and help. The unique thing about Kooth is you can have a text conversation with a counsellor and not have to speak on the phone.  <a href="http://www.Kooth.com">www.Kooth.com</a></li> </ul> <p><b>Young Minds</b></p> <ul style="list-style-type: none"> <li>The UK's leading charity fighting for children and young people's mental health.  <a href="https://www.youngminds.org.uk/">https://www.youngminds.org.uk/</a></li> </ul> <p><b>The Student Room</b></p> <ul style="list-style-type: none"> <li>The UK's largest online community for school, college and uni students. Find friendly and supportive discussions on everything from GCSEs to uni life, from A-levels to Ucas applications.  <a href="https://www.thestudentroom.co.uk/">https://www.thestudentroom.co.uk/</a></li> <li>The student loans company  <a href="https://www.gov.uk/government/organisations/student-loans-company">https://www.gov.uk/government/organisations/student-loans-company</a></li> </ul> <p><b>UCAS</b></p> <ul style="list-style-type: none"> <li>UCAS connects people to university, post Uni studies including teacher training, apprenticeships &amp; internships. Find all the information for your next step.  <a href="https://www.ucas.com/">https://www.ucas.com/</a></li> </ul> <p><b>GamCare</b></p> <ul style="list-style-type: none"> <li>GamCare is the leading provider of information, advice and support for anyone affected by gambling harms. They operate the National Gambling Helpline, provide structured support for anyone who is harmed by gambling, create awareness about safer gambling and treatment, and encourage an effective</li> </ul>
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